PEACE CORPS Volunteer

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First to Come Home

400 Volunteers End Service in June and July

More than 400 Peace Corps Volunteers serving in eight countries are completing their two-year terms of service in June and July.

These Volunteers constitute more than half of the Volunteers who will be completing service in the remainder of 1963 and the first week of '64.

Countries in which Volunteers are completing service are Chile (43 Volunteers), Colombia (56), Ghana (46), Nigeria (22), Philippines (165), St. Lucia (14), Sierra Leone (37), and Tanganyika (34).

In these countries, these Volunteers have served principally as teachers, teachers' aides, community-development workers, nurses, engineers, surveyors, geologists, and health workers.

No specific arrival dates are available for the returning Volunteers. Volunteers are not required to return through Washington. Their service terminates in their host countries. A few have indicated that they would remain in host countries at least temporarily, but most Volunteers are returning to the U.S. via other countries.

Travel plans are varied. Some Volunteers have written of itineraries including travel by mule or camel; one Volunteer plans to return from Africa on a yacht.

Volunteers returning this year will receive, before leaving their host country,

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Nigerian Student Paper Assesses Volunteers' Work

The 23 Peace Corps Volunteers who arrived at the University of Nigeria at Nsukka in the fall of 1961 have completed their terms of service and are leaving the campus.
The May 18 issue of *The Nsukka Record*, the student newspaper, saluted the Peace Corps group with a full-page article entitled "Goodbye, Good Luck, and Good Health to Our Peace Corps Friends." The article gave brief accounts of what each of the 23 Volunteers had been doing since arriving on campus.
The following editorial appeared in the same issue of *The Nsukka Record*.

Elsewhere on these pages, we carry an article describing the activities of President Kennedy's Peace Corps Volunteers on the Nsukka campus of the University of Nigeria. In addition to this, we feel it is both timely and appropriate to offer what we consider to be a dispassionate appraisal of the Peace Corps program.

President Kennedy's Peace Corps Volunteers, mostly men and women still in their 20's, arrived on the campus of the University of Nigeria during the hectic week of the students' union election campaigns here. To this political situation were added the wounds still fresh in the minds of Nigerians following Miss Marjorie Michelmore's uncomplimentary remarks about life in Nigeria on a postcard she wrote to a friend in the United States. (Miss Michelmore was a Peace Corps Volunteer staying at the University of Ibadan from where she made her remarks late in 1961.)

The students of the University of Nigeria, Nsukka, were therefore (like many other Nigerians) suspicious of the Peace Corps men and women when they arrived here on 28 November, 1961.

But as time went on, most of our students learned that the Peace Corps Volunteers on our campus were men and women who had come with a mind to help and not to subvert. Their devotion to duty, their simplicity, their grace and ease, their complete lack of those "qualities" that are the exclusive preserve of master spies, and their demonstration that life is so short that men cannot afford to waste working hours taking siestas—all these combined effectively to erase ill feelings the students nursed against the Peace Corps Volunteers on our campus.

Finishing Tour

Now that these men and women have almost completed their tour and are preparing to leave, we feel that no amount of praise showered on them for their work is too much.

Several Nigerian writers and speakers have from time to time written and spoken unfavorably about the presence of Peace Corps Volunteers in the country. They have been called spies. Some people have even gone to the extent of saying that they (the PCVs) are "surplus hands" from the United States labor market, and that they have been sent to

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MOUNTAIN MAN is Deputy Peace Corps Representative in Nepal, William Unsoeld, one of team to make first traverse of Mount Everest with American expedition. See story page 3.

Nigerians Ask World Leaders for 'Volunteers'

(Continued from page 1)

Nigeria not only to ease the congestion in their country but also to swell our unemployed population. What unfair comments!

We have to say at this point that these remarks are not only baseless and malicious, but they also betray the ignorance of the critics. When did the United States labor market become so congested that there are not jobs for genuine university graduates such as are here with us at Nsukka? Curious!

Human nature is prone to underestimate what it receives cheaply, but if hard cash had been squeezed out from Nigeria's pocket to pay these young men and women for what they are worth, as our Chancellor suggested it should be, perhaps people would have said less. But now that their services are free, we have found ourselves digging deep for all sorts of excuses to call them names. This is un-Nigerian, and the sooner these "new lovers" of Nigeria's security put an end to their glibness and inflated twaddles, the better for the good name of their country.

Right Direction

We feel that President Kennedy, by launching his Peace Corps program, has taken a step in the right direction. And may we ask: Why can't other world leaders copy the President's example and launch similar programs in their own countries? Why can't the big powers of the world not only send out Peace Corps Volunteers to developing countries but also have similar exchanges among their countries so that the youths of the world can move freely from one part of the globe to the other, exchanging candid views with their opposite numbers?

We call upon Premier Khrushchev, President de Gaulle, Mao Tse-tung, Chancellor Adenauer, Walter Ulbricht, Pandit Nehru, President Nasser, Ben-Gurion, Abubaker Tafawa Balewa, and Kwame Nkrumah to set up their own Peace Corps programs so as to make for a free movement of youths from one country to another.

Whatever propaganda such youths may carry with them into other lands, the truth still remains that consciously or unconsciously, the volunteers thus liberated are bound to assimilate and to appreciate the ways of life, problems and difficulties of the peoples of the lands they visit. And once the peoples of the world begin to understand the problems of their counterparts, the less shall be the dangers of war.

We call on the youths of the world to realize that theirs is the task of infusing order into a prejudiced and jaundiced world; that their contributions towards world peace can be a moral and material bulwark against all forces making for disorder.

We have found ourselves in an era when science has opened the secret gates of nature, making life worth living. We like it. We are grateful to the leaders both past and present under whose guidance scientific development has made the world what it is today. But we cannot afford to stand and see the same world of science plunged back into darkness as a result of ideological differences between world leaders, many of whom may not regret it if they were to die today. We are tired of leaders paying lip service to world peace while they control destructive weapons which need only a careless touch to wipe out all world population and even set the air, the land, and the seas ablaze.

While President Kennedy's men and women prepare to leave our campus, we ask for more volunteers from both Kennedy and Khrushchev to come and to live with us, work with us, and appreciate our difficulties.

We also call on the Federal Government of Nigeria to launch her own Peace Corps program such as her finances can carry, and to send our youths not only to the developed countries of the world but also to other African States.

When this Peace Corps wheel has been set in full motion, then the world will be nearer bidding goodbye to that debating club in Geneva where the so-called disarmament talks achieve nothing but increased armament.

To our Peace Corps friends about to leave us, we say: We are indeed sorry to see you go. We shall miss you and your services. In the meantime we say "SE WA TARANA," which is the Hausa meaning for "GOODBYE: WE SHALL SEE YOU AGAIN."

SEWING LESSONS are offered to two girls by Volunteer Taeko Wong, who had to cut the hems off her own dresses to obtain fabric to sew. Taeko and her husband, Erwin, both teachers from Honolulu, are working in British Honduras to help teachers improve their classroom techniques.

Nepal Peace Corps Official One of Pair Traversing Everest

One member of the two-man team which traversed Mount Everest by climbing up one side and down another is William Unsoeld, Deputy Peace Corps Representative in Nepal.

Unsoeld and his partner, Thomas Hornbein, successfully scaled the 29,028-foot peak—the world's highest—by way of the hitherto unconquered West Ridge. On May 22, they met at the summit Barry Bishop and Luther Jerstad, a team that had ascended by the South Col, the traditional route for assaults on Everest.

On the trip down the South Col route, both Unsoeld and Bishop received badly frostbitten feet when they had to spend the night in the open at 18 below zero.

Two Carried Down

From the base camp, Unsoeld and Bishop were carried to a lower level, from which they were flown by helicopter to Kathmandu, Nepal's capital, for hospitalization.

In a message to Unsoeld, Peace Corps Director Sargent Shriver said, "The entire Peace Corps rejoices in your unprecedented success. Your climb will be a continuing source of pride and inspiration to us all."

Unsoeld came to the Peace Corps from Oregon State University, where he served as assistant professor of philosophy and religion. An experienced mountain climber, he was with the 1949 Nilkantha Expedition, the 1954 California Himalayan Expedition to Makalu (the world's fifth highest peak), and the 1960 American Pakistan Karakorum Expedition.

As Deputy Representative in Nepal, Unsoeld, 36, is second in command of 67 Peace Corps Volunteers, who work as teachers and agricultural-extension workers.

He has been on leave of absence from his position during the Everest expedition. Unsoeld is married and has four children.

Five Volunteers Climb, Too; Top Peak in Borneo

While the American climbing team was moving up to assault Mount Everest, five vacationing North Borneo/Sarawak Volunteers successfully scaled the highest mountain of Borneo: Mount Kinabalu.

Among the party of 13 to reach the 13,455-foot summit were Volunteers John English of Tulsa, Okla.; Jack Grantham of Banning, Cal.; Wallace Booker of Sullivan, Ill.; Richard Fidler of Philadelphia, Pa., and Terry Brungardt of Hays, Kan.

After the 3½-day assault the climbers were rewarded by a view of the entire colony of North Borneo.

Earlier this year, two other Volunteers scaled Kinabalu in separate climbs: James Brock of Bridgewater, Mass., and Tom Smith of Crows Landing, Cal.

More Than One Way to Skin the Calf, Volunteer in Ivory Coast Proves

Volunteer Joe Gauthier of Bergenfield, N.J., teaches English in a secondary school in the West African country of Ivory Coast. Recently he found himself useful in a nonacademic way.

The region in which he teaches is predominantly Muslim. During the observance of Ramadan, practicing Muslims fast from sunrise to sundown, and when Ramadan ends, there is feasting and celebration.

Following Ramadan this year, African workers at the cattle station at Korhogo asked their director for the gift of a calf for a feast, and the director invited Joe to assist in the slaughtering.

Joe reports: "I showed them how to skin the calf, how to disembowel without allowing poisonous secretions from the bladder and other toxic organs to ruin the ribs and rump, and how to cut roasts, loins, ribs, and steaks for percentages.

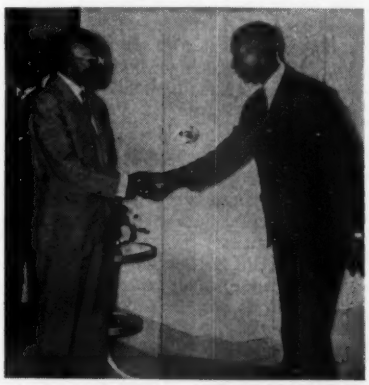
"When I had finished, I made a schematic drawing on how to break down the round and gave it to the co-foreman. Maybe now they will quit cutting their animals *crosswise* after slaughtering.

"The co-foreman, in turn, gave me the pick of the cuts. I chose a nice roast."

Joe majored in languages at the University of Miami, but he has spent some time working on a ranch. And luckily for him, his father is a butcher.

OPERATION HANDSHAKE

ROME GREETING is extended by B. R. Sen, head of UN Food & Agricultural Organization at session on FAO role in Volunteers' project in Tunisia. From left: Mark Angeli, Iron Mountain, Mich.; Gerhart Wehrbein, Burchard, Neb., and (with Sen) Roger Fender, Ocala, Fla.



DAKAR GREETING is extended by Senegal's President Leopold Senghor (left) to Roosevelt Weaver of Atlanta, Ga., one of eight Volunteers teaching athletics there. The occasion was a palace reception for Senegalese athletes, who took second in West African Games.

WASHINGTON GREETING is extended by President Kennedy to Volunteers going to Indonesia. Shown are (smiling) Peter Weng, Glen Cove, N.Y., and (head) Richard Doughty, Oakland, Cal., as President shakes hands with Hardie Siregar, Indonesian who assisted in training.

Congress Told Of Volunteer Problems, Too

The following passage is quoted from the Peace Corps' Presentation to Congress for fiscal 1964. It was printed under the heading "Disappointments."

As the Peace Corps enters its third year, Volunteers and staff alike have the feeling that the Peace Corps stories most often repeated are too glamorous, too glowing, too pat.

Few of these stories talk of the day-to-day problems, the frustrations, the harsh disappointments, and the serious occupational hazards, as one Volunteer put it, of "dysentery and boredom."

In a sense the most unsettling challenge the Volunteer faces is his publicity. The world press has drawn an unvarying image of hardship, of sacrifice, of Volunteers effortlessly spouting Pushtu, Swahili, or Tagalog, of Volunteers winning legions of friends while transforming whole economies.

It comes as something of a disappointment to the highly motivated Volunteer that not *every* Peace Corps assignment involves physical hardship. Attracted in part by sacrifice, some Volunteers have been made uneasy by the luxury of modest comfort. Life overseas is not necessarily a bed of nails, many Volunteers find, and glamor is found mostly in picture books.

"The difficulties," said Volunteer Bob Gelardin of New York City, who is serving in Sierra Leone, "were depressingly ordinary."

Volunteer Jim Shannon of Washington, D.C., a university teacher in Thailand, uses stronger language.

"The idea that people have that joining the Peace Corps is a big sacrifice is a myth. I feel that I'm doing some useful work here, but at the same time I'm enjoying myself thoroughly."

He lives with another Volunteer and two Thai students in a working-class neighborhood near the university. He complains that he is saving money on his allowance of $80 a month while others, living in the same town, often find their allowances barely adequate.

A Congressman visiting Africa reported that he found Peace Corps teachers in Ghana "living on a lower standard" than other teachers in that country. Yet some Volunteers in West Africa have been surprised to find themselves in above-standard housing, provided by the host country.

The picture varies but one fact remains constant: Volunteers more often complain of "too little hardship" than of "too much," yet they may be overlooking the point which one reporter made: "We're comparing you against the norm that exists overseas today, not the goals you've set for yourselves. Your Volunteers are different from most Americans we see here. You live at the level of the poor rural people, eat their food, work around the clock with them, and share their lives. That is hardship in my book."

SCHOOL CONTINUES after class as students of Volunteer Michael Jewell (left) stop him on the streets of Kirikkale, a city not far from Ankara, Turkey's capital. Jewell, of Stamford, Conn., is one of 39 Volunteers in Turkey, 31 of whom are working as teachers. In the picture above, the boy wearing scarf is toying with "worry beads"—in common use among Turkish men.

The Volunteers blame many things on Peace Corps headquarters in Washington, especially the difficulties that often arise during their first year overseas. These "first-year" experiences contain many of our problems, including sobering stories of failure. There were failures of programming and planning, of training and administration. Some of these were the inevitable mistakes of an organization that responded with a sense of urgency to far-flung needs. Others, our own hindsight and that of our critics tell us, were avoidable.

Some of our projects have been distinguished more by good intentions than good works. There have been instances where we trained Volunteers for a particular job that failed to materialize. In Bolivia, we assigned nurses to work with a public-health agency that began disbanding shortly after our arrival.

There have been staff members, Volunteers and host-country co-workers who were not quite up to the task. We have "fired" staff members, terminated Volunteers, and asked that co-workers be changed.

There have, indeed, been Volunteers who could get along in such esoteric dialects as Mende and Temne, but some of the Mende speakers found themselves assigned to Temne areas, and some of the Temne speakers to Mende areas. It should have been foreseen, perhaps, that host-country education officials might consider subject specialties more vital than handiness with a dialect.

These were profitable lessons. But when we began two years ago, no one had written the lesson book. The Peace Corps had to write it lesson by lesson on the job. And books written under the pressures of experience are frequently more useful than those penned in an ivory tower.

Our experience in the 13 Peace Corps country programs that have been in the field more than a year shows that a period of adjustment precedes the period of achievement. Successive groups arriving in a given country have done progressively better. The lesson for us has been that it is not an easy matter to fit a corps of willing workers to a legion of undefined needs; that in an underdeveloped country we must expect underdeveloped jobs.

Yet it is by candidly facing these disappointments and frustrations that the Peace Corps has begun to grow and understand itself, to find its role in social, educational, and economic development, to direct effectively the helping hand and willing heart of America toward the problems of other nations and thus to move towards the goals set for it by the Congress.

Washington High School Is Seeking Volunteers To Dig Up New Urban-Teaching Techniques

A pilot project to reshape education in a "disadvantaged" urban high school by combining returned Peace Corps teachers with skilled educational and social workers has been announced for the 1963-64 school year by a Washington, D.C., high school.

Its purposes are to develop information about the kinds of teaching techniques and teaching materials which are meaningful to culturally deprived children, and to determine the kind of teacher-training best suited to urban high schools.

The project, at Cardozo High School, is seeking 10 returning Peace Corps Volunteers. Thus far, seven Volunteers have indicated an interest in the jobs.

In a letter sent to all teacher Volunteers who will be returning in time to participate in the program, Cardozo Principal Bennetta Washington said that the project would test "whether two ingredients—a mostly Negro mid-city school in the center of a disadvantaged area of Washington, and the enthusiasm, creativity, and sense of social dedication which Peace Corps Volunteers have shown abroad—can be put together in a way which will light an intellectual fire, and thereby perhaps begin a revolution, in American urban education."

The idea is to put directly into Cardozo classrooms 10 Volunteers who have spent two years teaching to see whether they, together with a special staff of master teachers and consultants, can emerge after a year with conclusions about what should be taught, how it should be taught, and how to go about training teachers for their "gigantic" task.

"This task," the letter says, "is to make the urban classroom a catalyst for those economic, social, and intellectual changes which are required if the public school is to become the way up and out for kids desperately caught in that vicious cycle of slum living in which the cultural and economic deprivation of so many families is passed on, inevitably, to so many children."

The premise and the hope of the project is that the "inevitability" of the circle can be broken, Principal Washington's letter says.

Each of the returning Volunteers will have as his main laboratory two five-day-a-week classes. The school is not setting out "with a curriculum for you to teach, or with a curriculum that we will teach you." Instead, the school hopes, the teacher and the special staff of seven or eight members will work together in developing both curricula.

The Volunteer positions will pay $4500 each for the school year. Cardozo is at present negotiating with Howard University to permit Volunteer teachers to enroll in courses there for degree credit.

Cardozo describes the positions as a "unique combination of the chance both to study toward a degree and to try out teaching in an urban school."

The project is being financed by a $118,000 grant from the President's Committee on Juvenile Delinquency to the District of Columbia's Juvenile Delinquency Planning Board.

Home-Front Units Reach 25 Mark

Home-front support for Peace Corps recruiting and overseas activities continues to grow and the number of Peace Corps Service Organizations now totals 25.

Within recent weeks, groups have formed in Atlanta, New Haven, Detroit, Washington, Eastern Massachusetts, Southern New Hampshire, Portland, Ore., and Twin Cities, Minn.

Groups are being planned in Albuquerque, Pittsburgh, and Sacramento.

Arizona Peace Corps Service Organizations in Phoenix and Tucson co-operated in running a "Peace Corps Week" May 20-25 to obtain new Volunteers.

In other activities, the Tucson group is sending books to Volunteers in British Honduras, books and tools to Ethiopia, and 4-H supplies to Venezuela.

PEACE CORPS AROUND THE WORLD

OVERSEAS	
Afghanistan	9
Bolivia	112
Brazil	132
British Honduras	34
Cameroon	39
Ceylon	36
Chile	99
Colombia	255
Costa Rica	26
Cyprus	23
Dominican Republic	144
Ecuador	156
El Salvador	21
Ethiopia	278
Gabon	41
Ghana	129
Guatemala	27
Honduras	27
India	74
Ivory Coast	51
Indonesia	17
Iran	41
Jamaica	32
Liberia	129
Malaya	169
Morocco	56
Nepal	67
Niger	16
Nigeria	295
N. Borneo/Sarawak	92
Nyasaland	42
Pakistan	146
Panama	19
Peru	232
Philippines	621
St. Lucia	14
Senegal	33
Sierra Leone	120
Somalia	39
Tanganyika	59
Thailand	225
Togo	45
Tunisia	94
Turkey	39
Venezuela	84
TRAINING	
Afghanistan	36
Brazil	76
Colombia	64
Gabon	48
India	42
Malaya	1
Pakistan	36
Panama	15
Peru	110
Thailand	4
Tunisia	1
TOTAL IN TRAINING	**385**
TOTAL OVERSEAS	**4439**
GRAND TOTAL	**4824**

Figures as of May 31, 1963

E. Africa Volunteers Finish Up —Sure of Value as U.S. Aid

The engineer-surveyor-geologist project for Tanganyika and a community-development project for Colombia were the first Peace Corps groups to enter training: June 25, 1961. The following article describes the work of the Tanganyika group since its arrival in Africa in September, 1961. Volunteer Gene Schreiber, a civil engineer (B.S., Purdue, 1959), worked as an assistant editor of *Construction Methods & Equipment* and was going to night law school before joining the Peace Corps. He has taught road construction, mathematics, and English to Tanganyikan road-builders and foremen during his service.

By Gene Schreiber

As our two-year stint with the Peace Corps as engineers, surveyors, and geologists draws to a close, we are thoroughly convinced—and hope the American public concurs—that in comparison with some other modes of U.S. foreign aid, the money put into our Tanganyika tour has been money well spent.

For the 35 of us, road-surveying and -building and geological mapping have been our main tasks. Our eight Peace Corps civil engineers have been in charge of or have been second in command of almost all major road construction under way in Tanganyika, some 300 miles' worth.

The day-to-day duties of our engineers in the field have been comparable to what they would be in the States. But then, as Art Young (Schwenksville, Pa.) puts it, "That the job is in Tanganyika does add a touch of the unusual. For instance, we're occasionally driven off the job by curious elephants wandering too close for comfort. And always present is the contrast between the old and the new. Working alongside a crawler tractor with a hydraulic ripper is a pick-and-shovel laborer earning 70 cents a day."

Multinational Team

Of all our civil engineers, Jake Feldman (Wilmington, Del.) is absorbing the most international flavor. Serving on a team that includes a British resident engineer and two African technical assistants, Jake is soils engineer for $1½-million road being built by an Italian construction company.

This road, incidentally, is the first all-weather road to connect the east and west of Tanganyika. The project is in the bush, 100 miles from the nearest town of any consequence. At the start, Jake lived in the construction company's base camp, but once the new road began moving along, he moved with it, shifting his portable aluminum house 20 miles at a hop.

The work of our surveyors has varied widely, from reconnaisance to detailed surveys of secondary feeder roads. Altogether they have surveyed some 4000 miles of road. Many of them have been involved with secondary-road construction in conjunction with Tanganyika's self-help scheme, whereby the government provides all the necessary supervision, material, and equipment (picks and shovels), and the villages along the route furnish free labor.

In addition, Volunteers have surveyed everything from harbor facilities to drainage systems to bridge sites to ferry approaches.

Our surveyors encounter all the routine problems of surveyors everywhere —plus some unusual ones. Lee Hedges (Sterling City, Tex.), working out of the Kilimanjaro area near the Kenya frontier, was surveying the site for a jet airfield, but he had real trouble keeping stakes in the ground.

Members of the Masai tribe, thinking that the stakes indicated buried treasure beneath, invariably dug them up every night. Lee almost gave up for good after setting one beacon in four feet of concrete, only to find it completely uprooted within the week.

Stakes Just Right

In the Southern Region, Roger Hagler (Jonesboro, La.) was also frustrated by stake thieves, but this problem stemmed from a different source. The tribesmen living in that area's barren hills simply didn't have enough firewood, and the nicely cut stakes distributed evenly along their pathway were just too good to resist. Not to be outdone, Roger eventually resorted to local magic: by tying a tuft of grass around the top of each stake, he was able to keep them from being taken.

Our five geologists have been engaged in a mapping and mineral reconnaissance program. All told, they have mapped about 75,000 square miles of Tanganyika, working individually in separate areas, from the animal-filled Serengeti Plain in the north to the chilly mountains near Sumbawanga, far to the south. One Volunteer has spent half his time running prospecting teams. At this writing, he can report no valuable strikes.

"I have now been out for three months with my field party of five," writes geologist Alan Tamura (Pasadena, Cal.), "and am living in a tent and travelling in a Land Rover and trailer. Our nomadic life (we move every week) is almost routine.

"Our campsites usually resemble a Scout jamboree—our five tents and then our equipment everywhere, not to mention the many specimens of rock we collect. We carry a 50-gallon water drum and generally pitch camp under a grove of trees near a water hole.

"During the week, work begins at 7:30 a.m., when three of my workers and I begin traversing across an area. I try to talk to as many of the local people as I can. I just like to let them know what I'm up to, for occasionally my equipment—a geological pick, my hand lens, and my knapsack—makes people suspicious, and it's possible I might run up against an old superstition or some-

SURVEYING occupied Tom Katus (McIntosh, S.D.), shown here outside Morogoro with co-worker. Volunteers surveyed 400 miles of road.

TEACHING road-building to foremen and other construction workers by means of a hand-drawn contour map is Volunteer Gene Schreiber. Gene also taught mathematics and English.

ROAD-BUILDING in Tanganyika occupied eight Volunteer engineers who helped on some 300 miles of construction work. At left, Art Young (Schwenksville, Pa.) talks business with driver.

POOR ROADS have hampered Tanganyika's move to modernity. Volunteers have participated in work to provide all-weather roads for heavy traffic and feeder-road system to serve remote villages.

GEOLOGISTS covered 75,000 square miles of Tanganyika in mineral-reconaissance and mapping program. Below, Volunteer Richard Van Loenen (Boque, Kan.) takes some rock samples.

thing. My Swahili helps in making contacts and reassuring the people."

Our Peace Corps experience has promoted an almost complete reversal in many of our career plans. Though practically all of us have engineering or geology background, the general shift is away from our technical specialties toward government and international relations.

Most of the Volunteers report a growing confidence in themselves. One engineer put it this way, "The biggest change is a somewhat better defined set of values; what is and isn't going to be important in my life—what I can and can't do without."

We feel that we have made valuable contributions to the people of Tanganyika, both physically and spiritually. At the least we have fulfilled our job mission.

But perhaps even more important is that the mere presence of an American working day after day alongside the Tanganyikan has amply assured him that there really are actual people behind all those impersonal bundles of dollars —however well-meaning—that flow in every year as U.S. aid to Tanganyika.

400 Ending Service

(Continued from page 1)

up to one-third (less taxes, deductions, and allotments) of their accumulated readjustment allowance ($75 per month of service). In addition, they may take cash in place of a government travel request equal in cost to tourist-jet travel from their host country to their home town.

Outward-bound Volunteers are permitted 190 pounds of unaccompanied baggage. In order to accommodate the increase in belongings most Volunteers have accumulated during their service, however, the baggage allowance has been increased to 300 pounds (250 by surface; 50 by unaccompanied air freight) for the return trip, in addition to the 44 pounds of hand luggage permitted on international tourist flights.

In the weeks preceding the end of their service, all Volunteers have physical examinations and meet to evaluate all aspects of their two years of service, to provide valuable data for future training and to discuss Volunteers' plans for the future.

FILLING UP, Volunteer Homer Butler of Trenton, N.J., measures out a solution as he picks up supplies at Lome, Togo, West Africa. Butler is pharmacist for the 20-Volunteer medical team at Sokode, where work is under way to develop the city hospital into a modern medical center.

Small Expectations

Volunteer Mark Hawthorne of Stamford, Conn., teaches English at Teacher Training School for Boys in Ayuthaya, Thailand. He received his B.A. in English from the University of Connecticut in 1958, served three years in the Air Force, and was a news clerk and copy boy for the New York *Times* before joining the Peace Corps.

By Mark Hawthorne

The secret of success in the Peace Corps is not to expect too much.

My wife and I came to Thailand expecting to live in a hut, haul and boil our water, go without electricity, milk, textbooks, ice, English conversation, and salads, and to have amoebic dysentery for two years.

As most Volunteers are finding, it isn't this bad. But because of our expectations, everything nice that we encounter delights us.

About a month after we arrived, we took a trip to Bangkok and were able to buy a box of cornflakes. With locally available powdered milk and with bananas from across the street, our breakfasts became revels. Says Lee, my wife: "I never thought I would look forward to cornflakes."

Not having expected coffee or frozen orange juice, we are free to enjoy sweet Thai tea and sugared toast. We also find ourselves enjoying Thai and Chinese dishes, Thai festivals, and Thai trains (you can open the windows). We even like Thai lizards, for they hang around the house and kill mosquitoes.

Having spent a year in New York City before joining the Peace Corps, we expected little comparable cultural excitement in Thailand; so we enjoy ourselves immensely just talking, shopping, riding the bus, visiting, eating, or reading. A daily delight has been to sit on a pier at the river near our house and watch the sun set.

We find the same small delights in our work, now that we don't expect to achieve as much as we would in America. Coming home beaming from a summer English course she was teaching, my wife said: "They asked *three* questions today."

Thai students don't speak up in class; they just don't. So rather than being disappointed because she wasn't getting panel discussions, Lee was pleased at getting three questions.

Achieving this state of reduced expectations is difficult in the United States. Americans are brought up to expect the most and the best, and to be disappointed if they don't get it. Great expectations, after all, are what transformed America in 200 years from a huddle of colonies to the leader of the free world.

Delight involves surprise. Because they expect so little, children are continually delighted. A butterfly, a balloon, a train ride delights them.

And so are Peace Corps Volunteers delighted by their experiences—to the extent that they have reduced their expectations.

"Sunday we ate dinner at the Coconut Grove," said another Volunteer, telling us about a recent holiday on the Gulf of Siam, "and you should have tasted the macaroni."

Apprenticeship Councils Back Service in Corps

The New York State and District of Columbia Apprenticeship Councils have recommended to apprentice tradesmen in those areas the career-development opportunities available in peace Corps service.

Several months ago, the California Apprenticeship Council took similar action and also included a leave-of-absence policy allowing Peace Corps experience to count towards apprenticeship.

These resolutions cover 30,000 persons or about 28 per cent of the 105,000 persons presently preparing for careers in construction, printing, manufacturing, public utilities, mining, and similar trades.

School-to-School Project Aids Liberia Volunteers

A program formed by members of the Tri-State Area School Study Council in Pennsylvania, Ohio, and West Virginia is providing home-front support for Peace Corps Volunteers who trained at the University of Pittsburgh.

SCALE (Study Council Assistance for Liberian Educators), set up last fall, reports that eight public schools in the tri-state area have taken on "buddy schools" in Liberia at which Volunteers are teaching. The schools help Volunteers by furnishing study materials and providing pen pals for Liberian students.

JOINT EFFORT of two carpenters, Volunteer Bill Gold of Oak Harbor, Wash., and Ali Mia, his co-worker at Pakistan Academy for Village Development, was this wooden form, one of set they designed and built for concrete culverts to be used in road-building program.

Delegates of 13 Countries Hold Workshop To Discuss Plans for Own 'Peace Corps'

Delegates from 13 countries attended an International Workshop for Peace Corps Development, sponsored by the International Peace Corps Secretariat May 6-17.

The 18 delegates represented countries which either have established voluntary-service programs similar to the Peace Corps or are planning such programs: Argentina, Belgium, Canada, Denmark, Israel, Italy, Japan, the Netherlands, New Zealand, Norway, the Philippines, Switzerland, and West Germany.

The workshop included six days at Peace Corps headquarters in Washington, where delegates met with officials to discuss aspects of Peace Corps development and organization. Most delegates went on to visit the Peace Corps training camps in Puerto Rico and then to see Volunteers at work in the Dominican Republic.

The purpose of the International Peace Corps Secretariat is to promote volunteer-service programs like the Peace Corps both in industrialized countries for service abroad and in underdeveloped countries for service at home.

Young people in Europe have shown their support of such programs. West German officials have received thousands of inquiries about their new service organization, and the Netherlands has received 2000 applications.

TOURING DELEGATES of International Workshop visit Peace Corps-assisted chicken project in the Dominican Republic. Israeli delegate Moshe Gilboa (between chicken crates) talks to Robert Sandin of U.S. Information Service office in Dominican Republic as Volunteer (visible between them) assists in crating. At far right is J. H. Hall, New Zealand's delegate to the workshop.

El Salvador Sets Up Domestic Corps

El Salvador, a Central American republic, has established the world's first national volunteer organization for domestic social service. Its volunteer workers will combine with U.S. Peace Corps Volunteers in village-level community-development projects.

Sixty Salvadoran volunteers will work with 40 Peace Corps Volunteers in 20 brigades of five members each. Each brigade is to live and work in a single village for at least a year. Each brigade member will specialize in a different aspect of community development.

Of the 60 Salavadoran volunteers, 20 will train at the University of Oklahoma with the prospective Peace Corps Volunteers. The remaining 40 will train in El Salvador. Work in El Salvador is to begin in mid-September.

The new Salvadoran program was set up with the assistance of the International Peace Corps Secretariat and the U.S. Agency for International Development. Similar projects are under consideration elsewhere in Latin America and Africa.

Book-Pamphlet Kits on Way

Three kits of books and pamphlets selected to assist Volunteers working in health, education, English teaching, and agriculture will soon be available through Peace Corps Representatives.

Bibliographies of the kits, which were prepared by the Division of Volunteer Support, have been sent to all Representatives, and sample kits are on their way. Interested Volunteers should contact their Representatives for more detailed information.

Oregon Law Grants Peace Corps Leave

The Oregon Legislature has passed a bill providing leaves of absence for public employees who join the Peace Corps as Volunteers. This is the first such legislation by a state.

Peace Corps Director Sargent Shriver praised those who had supported the bill. "We deeply appreciate the action taken by the Legislature," Shriver said. "The Oregon AFL-CIO is to be highly commended for the leadership role it played in support of this act."

Figures represent numbers of Volunteers by province or city

1963 projects to include Palawan and Mindoro

Lawrence H. Fuchs was until May the Peace Corps Representative in the Philippines. He took his B.A. at New York University in 1950 and his Ph.D. in American government and politics at Harvard in 1955. During his Peace Corps service, he has been on leave from his position as dean of the faculty at Brandeis University. He has been on the faculty at Brandeis since 1952.

By Lawrence H. Fuchs

Probably the most striking feature of the Peace Corps Philippines project is its size. One hundred and twenty-eight Volunteers arrived in the first group in October, 1961. During the subsequent 15 months, eight additional waves of Volunteers followed. Now, some 600 teachers and 22 community-development workers are on the job. For nearly a year, about a quarter of all Peace Corps Volunteers were serving in the Philippines.

A second striking feature about the project is the extent to which Volunteers are scattered throughout the archipelago. The Philippine Bureau of Public Schools wants Volunteers to be distributed as widely as possible in the most remote villages. Volunteers are working in nearly 400 locations, and some Volunteers are more than 12 hours by bus or by boat from the nearest Peace Corps household.

A third important characteristic of the Philippines project is that Volunteers were assigned to jobs which had not previously existed. They were to be educational aides, assisting elementary-

NEIGHBORLY CHAT involves Volunteers Clyde and Eva Ingle of Whitsett, N.C. Simple house is one of 80 built for Volunteers on Mindanao.

PHILIPPINES

school teachers in English and science. How they were to do this remained fuzzy during the early stages of the program and in some cases even after Volunteers had reached their working sites.

A fourth distinctive aspect of the project is that the Philippines, unlike any other country in which Volunteers serve, has had a long and extensive association with the United States.

Philippine Facts

The land area of the Philippine Republic is a little larger than that of Arizona but is divided among 7100 islands extending 1100 miles north and south and nearly 700 east and west. The population of 28,750,000 is predominantly Christian, mostly (83 per cent) Catholic, but with 1,500,000 members of the Philippine Independent Church and about 450,000 Protestants. Some 800,000 persons are Muslims. In 1946, the Philippines gained independence from the United States, which had taken possession of the islands following the Spanish-American War of 1898.

The size of the project and the widespread dispersion of Volunteers have presented a persistent challenge to a field staff of eight, especially since its nucleus of four arrived in the Philippines only a month before the Volunteers. With nine separate groups arriving during a 15-month period, there was little time either to prepare adequately for the selection and orientation of schools and communities or to catch up with Volunteers already at work.

That Volunteers were assigned to jobs as elementary aides—jobs which no one ever heard of before—proved to be the single most important source of difficulty for most of them: no one knew what an elementary aide was or should be.

I remember the press conference held in Manila to announce the imminent arrival of the first group of Volunteers. A persistent news reporter kept asking a high education official what the educational aides would do. The official hesitated and said, "If a teacher asks a Volunteer to speak a sentence with correct English pronunciation, the educational aide will oblige the teacher." The reporter responded testily, "But surely that isn't all these young Americans can do?" After what seemed to me an unusually long pause, the educator remarked, "They can help in other ways. They can hold up maps." Then, almost as an afterthought, he said, "Americans are great gadgeteers. They know science. The Volunteers can build science equipment and begin science clubs."

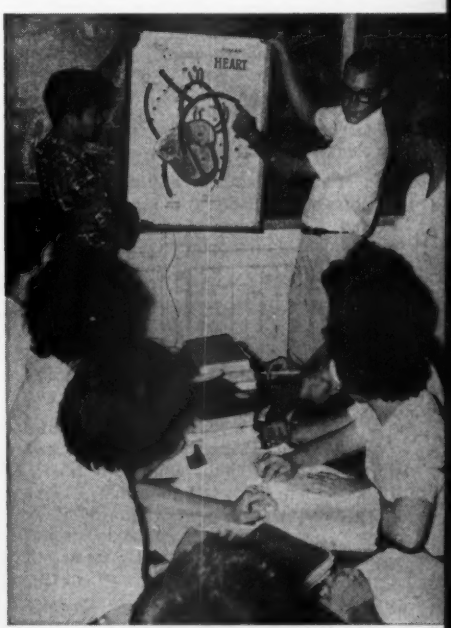
I realized then that Volunteers were being tossed into an extremely tough human-relations situation. Much of their success would depend on the quality, desire, receptivity, and response of principals and teachers with whom they worked, as well as on their own ingenuity, creativity, and adaptiveness.

And so it was. Some Volunteers found their work to be meaningless because they were wanted not as English or science teachers but as status symbols. Others could not tolerate the ambiguities inherent in the "educational aide" role. Some loved its freedom and the challenges its flexibility imposed. Nearly all Volunteers participated in seemingly endless bull sessions on "the role."

Concept Vague

How did such a vague concept emerge in the first place? The answer is threefold: first, studies of the Philippine educational system had shown a marked deterioration in English comprehension and pronunciation since Philippine independence, resulting in a request from Filipino educators to the Peace Corps for thousands of native speakers of English to work in the *barrio* (village) schools; second, school and Peace Corps officials wanted to be certain that Volunteers would not be accused of taking jobs away from unemployed Filipino teachers and consequently devised the idea of educational aides: Volunteers who would assist teachers but who would not teach; and third, they agreed that since most Volunteers would be intelligent liberal-arts graduates but not hold degrees as

ON THE BEACH near Santa Margarita, Samar, Volunteer Allen Pastryk (center) of Chicago stops to talk to Filipino fishermen busy building a bamboo raft. Allen, who was an English major at Southern Illinois University, teaches at the elementary school in the town of Santa Margarita.



HEART OF THE MATTER is studied in biology class at Morong High School, Luzon, as Volunteer Julian Taylor of Aberdeen, S.D., assists teacher Felix Castillo (right) in discussion.

AYALA CENTRAL SCHOOL, near Zamboanga City, Mindanao, was attended by daughter of the Peace Corps Representative, who lived nearby. With its verandas and open construction, it is typical of—though somewhat larger than—many of the Philippine schools at which Volunteers serve.

teachers, they could fit the role of teachers' helpers while not necessarily being qualified to take over classes.

What the authors of the concept did not and probably could not know was that few Volunteers would be satisfied with such an apparently quiescent and tentative role, although a surprising number would eventually show enough patience and creativity in human relationships to exploit its truly remarkable but not so apparent potentialities.

Role Clarified

The role of educational aide had to be sharpened sooner or later, but by whom? Peace Corps philosophy calls for host-country officials to define jobs and to supervise Volunteers. In the Philippines, that philosophy proved extremely difficult to implement for many months. High officials as well as *barrio* school principals and head teachers thought of the Peace Corps as a good-will program —which it quickly proved itself to be— but were not clear as to what they wanted Volunteers to accomplish beyond a general upgrading of science and English instruction. They were especially vague as to how Volunteers were to do this, other than by being gadgeteers and native speakers of English. In the first group, some Volunteers actually sat in the back of the classroom for three months waiting for their principals to tell them what to do. Other Volunteers turned their attention to community-development projects.

Important and impressive changes have taken place since those early, uncertain days. The pioneers of the early groups discovered ways to help *barrio* teachers introduce second-language methods of teaching English, inductive approaches to science, and the newer techniques of learning mathematics. Gradually, through the communication of ideas in the Philippine Volunteers' newsletter, *Ang Boluntaryo,* and in workshops and in-service training institutes, knowledge was systematically developed concerning the possibilties for useful, effective service by Volunteers in the *barrio* elementary schools.

Gradually, too, some Filipino school officials began to realize that the talent of Volunteers would be considerably wasted unless more clear-cut objectives could be developed for them to work toward.

The director of the Bureau of Public Schools appointed a committee to investigate the work of Volunteers and to draw up a comprehensive plan for their most effective use. Assisted by a committee of Volunteers from Group I, the BPS group completed its new project description on Mar. 1, 1963. The new description drops the term "educational aide," but even more important, it spells out a co-ordinated plan at all levels of public schools—elementary, high schools, and higher education—in the fields of English, science, mathematics, and community education.

Overall Goals

Volunteers still cannot be used to replace Filipino teachers; in fact, the major overall objectives of the program are to strengthen teacher training in the Philippines, primarily through regular classroom teaching, team teaching, and demonstration teaching in the elementary schools. The plan recognizes that the best way to teach teachers is through working with children. It also recognizes that Volunteers with intelligence and ability and only a B.A. in liberal arts can make important contributions to fulfilling the desires of BPS with respect to new developments in teacher training.

The project description is no panacea, but it does attack some of the basic job-related problems of Volunteers: meeting *felt* needs through focussed objectives; obtaining host-country involvement and supervision; and clarifying relationships with fellow teachers. These are the things which concern Volunteers who wish above all to be needed and to be effective, who want more than anything else "to light candles in darkness."

The project description is certainly no answer to the problems which arise from the encounter of two cultures at a deep and intimate level. Volunteers do live deeply in a culture which to the wonderment of almost all of them turned out to be vastly different from their own. Volunteers have discovered that behind a facade of Western slogans, dress, and mannerisms, there lies a combination of Malayan and Asian values which is deeply resistant to change. That the association of the Philippines with the United States has been relatively long and close fooled some Volunteers at first into believing that superficial similarities between the two cultures were real and that Filipinos could easily understand us and we them.

The problem of language clearly illustrates the strength of this deception. We were told that it was unnecessary for Americans to learn Filipino dialects since all Filipinos speak English. Nonsense! In the *barrios,* basic contact with the people is extremely difficult without a good working knowledge of the dialect of the region. Deep understanding of the culture is practically impossible. Unfortunately, there are six major dialects and dozens of lesser ones

in the Philippines, and materials for dialect training are scattered and insubstantial. Only the eighth and ninth groups of Volunteers, trained in Ilocano at the University of Hawaii, came to the Philippines with any real language preparation. By identifying, organizing, and preparing dialect-training resources locally, we have been able to run dialect institutes in Cebuano, Tagalog, Ilocano, Waray-waray, Hiligaynon, and the Muslim dialect of Maranao.

At first, many Volunteers were disturbed by the way in which Filipinos copied certain aspects of American culture. Rock-and-roll, material success, and Hollywood heriones are avidly discussed and praised in the *barrios*. Soon enough, most Volunteers perceived that the propensity to seek and copy these elements of American culture belied the remarkably deep resistance of rural Filipinos to certain fundamental qualities of American life: belief in progress; confidence in science; individualism; resistance to authority; faith in education.

Even in the very field in which Volunteers were asked to work—education—most Filipinos, including teachers and officials, give only lip service to the ideals which are deeply meaningful to Volunteers. The ruling Americans had said, "Build schools, send your children to school, and train teachers," and the Filipinos dutifully did these things. The school system which developed became an important socializing institution, a useful instrument for political control and, oftentimes, a vital source of income for entire communities; but a concern for education—for the discovery of knowledge—did not penetrate the fundamental indifference which had been a part of Malayan culture for centuries.

Few Understood

This is a Philippines which American soldiers, businessmen, diplomats, and even anthropologists rarely understood. Yet this is the Philippines which Volunteers experience daily, oftentimes living alone with a Filipino family or helper, as do nearly 60 women Volunteers. Because these "new" Americans live in such close contact with the people, they have begun to see and perhaps understand better than others could the operating family, sex, power, and property systems of the rural Philippines.

Understanding does not necessarily mean acceptance, and many Volunteers are continually disturbed by authoritarianism and rote learning in the schools. Most are troubled by what they view to be a lack of frankness, initiative, and concern for work among their hosts. They find it difficult for themselves to relate to the subtle, many-sided nature of Filipino relationships.

These reactions tell more about Americans than about Filipinos. Volunteers are unusually frank, independent, individualistic, work-centered Americans from a civilization which prizes frankness, independence, individualism, and work. Of course, some Filipinos, although not quick to admit it, find Volunteers overly aggressive and impersonal.

Despite the difficulties in any genuine cultural encounter, true cultural exchange frequently takes place. The personalization which permeates Filipino society is rubbing off on some Volunteers. The capacity of Volunteers to overcome obstacles through creative adaptation is not lost on all children, teachers, and neighbors. But a deep cultural encounter means resistance, friction, and disappointment as well as exchange and growth.

How have the Volunteers coped with the problems of job and culture? For the most part, remarkably well. They have learned the significance of learning the dialect in coping with both kinds of problems. They have come to understand the importance of patience in approaching their responsibilities, of setting modest but realizable goals in school and community. They have learned a great deal about themselves by becoming more nearly open to experience and more sensitive and empathic with others. The human-relations goals of the Peace Corps are inherently difficult to achieve. It is something of a miracle that, with all of the daily disappointments and frustrations which are the lot of the typical Volunteer, they are being largely fulfilled. For most Volunteers, there are many hours of full, rich insight and of satisfaction.

The heroics reported in the American press about Peace Corps Volunteers bear little relationship to what is important to Volunteers. In the Philippines, Volunteers have improved pig and poultry breeding; at least three Volunteers have started cottage industries; several have conducted successful waterseal-toilet campaigns; dozens have started community libraries or adult-education programs; two have saved lives through mouth-to-mouth resuscitation; several have performed emergency operations; others have run camps for underprivileged children; and all Volunteers eat and drink the food of Filipinos, sleep on hard beds or mats under mosquito nets, wade through mud to go to schools, and are exposed daily to amoebas and active tuberculosis.

Not Heroics

To Volunteers, these achievements are not heroic; they are part of the job, incidental to the much more difficult and grinding routine of working in the schools and adapting to and learning from the culture. They are achievements which often mean more to the helpers than to the helped. They are successes which may or may not be lasting, which may or may not affect the basic values and attitudes of Filipinos, which may or may not have anything to do with the encouragement of self-help, self-direction, and freedom for Filipinos.

Volunteers see themselves as doing an unspectacular, if somewhat frustrating and difficult, job. They resent being misrepresented as heroes by the press back home and bridle at the quick and easy solutions and judgments offered by newspapermen and visitors from Washington.

Volunteers searchingly question their own motives and the efficacy of the Peace Corps in helping the Philippines. They feel they are taking and learning much more than they can possibly give or teach. They puzzle over the seeming inability of outsiders to understand their situation, but deep in their guts they feel right about the Peace Corps and their part in it.

NUMBERS MAN is Mervin Stump (Kingsport, Tenn.), shown with boys at a school in Manila. Stump teaches mathematics and is a member of one of 10 three-man teams teaching in pilot high-school projects to raise the level of science instruction in schools in the Philippines.

Muted Success

The following comments are taken from annual and end-of-service reports of Philippine Volunteers. Volunteer Frances Ann Olsen, editor of the Philippines Volunteers' newsletter, *Ang Boluntaryo*, and compiler of much of the material in this section on the Philippines, describes the "most successful" Volunteer as the one who disappears into the day-to-day existence of his community: "His success is not in doing something spectacular, but in going unnoticed."

By Peace Corps/Philippines

"It is difficult for me to recall the first days. The *meriendas* (snack times), the trying of friendships, the visits to schools, the exposure to names and faces, and the tired evenings in my new house left me without any basis for comparison. The pressures seemed insurmountable, because there was no way of telling what I was doing or where I was going. All I knew was that I was experiencing something.

"Then things and people began to change. I wasn't invited out every night (and I began to wonder why). The teachers seemed to get back to the work at hand, the children started playing their games again, and even the postmaster tired of commenting on the stamps on my mail from all over the world.

"The situation didn't change overnight, perhaps it took a month. Oh, to be sure, I was still the zoo, but by this time the patrons became fewer and showed less interest. The second culture and its importance began to disappear into the background. The experience had been social, not personal. I know there is a distinction because the differences between their culture and mine were important only when it came to understanding, not when it came to feelings. This is where the anthropologists and sociologists overlook the meaning of living in a different culture. Understanding can be recorded, but not feeling."

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"I can remember the beautiful night when several of the teachers and I walked through the streets, the moonlight poking through the coconut shadows, on our way to the waterfront. There we sat on the wharf talking quietly and enjoying each other's company. We didn't talk about peace, war, English, science, or any of the important concerns of great men; we talked about trivial matters, nothing memorable. We got home late at night. I went to bed with a smile, a contentment . . . a feeling.

"Then there were the nights that I sat around making waterseal-toilet bowls with the men teachers. I enjoyed the questions they asked me about America and Americana. After four hours of chatter, Tinong would go and wake up the store owner and buy Pepsis and a can of Spam. Things that I would never before have drunk or eaten were delicious to me then. We talked some more, and finally the teachers would walk me home, because they didn't want the dogs to bite me and because it would have been inhospitable to let me go home alone. Later, I took great pleasure in being able to walk some of these men home and leave them at their doors.

"Then, there was the little girl who had a harelip, by this time I felt that the community was mine as well as theirs. With a little initiative on my part, the girl was sent to the city for surgery. Before she left, she asked her mother, 'Will I be able to wear lipstick now?'

"I can only hope that these things will have affected my companions to the same degree that they have affected me. Knowing their potential for the simple things—that is, the great things—I suspect that their experiences have been much more felt than mine."

□ □ □

"I also have what I call 'informal agriculture' with the students in the afternoon. I try to make it an applied-science course rather than the traditional work period. In this pursuit, I have found the most satisfaction. I have introduced new vegetables and also found the solution to a couple of existing problems. Tomato blight and wilt cause scraggly plants with clubbed fruit. This problem can be avoided by planting disease-resistant varieties. Other vegetables not common to the area can be grown to provide greater economy and dietary diversity.

"These activities have begun to interest the farmers. Gradually they have started coming to the house to ask information or to buy seeds or seedlings. They have even suggested that I give formal instruction in horticultural techniques. This is my foot-in-the-door to adult education, which will begin with the resumption of school in July. I get greater satisfaction out of a farmer's asking, 'How do you grow cucumbers?' than from a teacher's saying, 'We know how to make simple science equipment, but don't have a shelf to put it on.'"

□ □ □

"Recently I made and put up two kerosene lamps in front of our house. The idea isn't original, but it seemed to spark an interest, for within two weeks four neighboring houses also boasted street lamps."

□ □ □

"Many casual relationships have come while eating in a restaurant, riding a bus or boat, shopping, or attending a social function. A Filipino and I begin a discussion which usually attracts two or three or four other Filipinos, some of whom merely stand by and listen, some of whom join in, some of whom soon wander away. I answer questions about the States, about the Peace Corps, about my motivations in joining the Peace Corps, about my work, and about my impressions of the Philippines. I ask questions about the Philippines, its laws, its customs, its culture, its geography, and its problems. These casual relationships are a most important aspect of the Volunteer's role. They serve as a means for a free and open exchange of information and views. At first there is a certain varnish of formality and deference glossing these conversations. But once that varnish dissolves, I truly enjoy myself, and I believe that some lasting impressions have been made on both sides."

LANGUAGE CLASSES last Christmastime at Nurses Assn. hall in Cebu City looked like this for 40 Volunteers. They studied Cebuano, a widely used language of central islands.

Many Tongues To Learn

Michael Forman of Akron, O., received his B.A. in English and history from John Carroll University in 1961. Serving as a Volunteer Leader in Manila, Mike is acting as co-ordinator of overseas language training for the Philippines Volunteers.

By Mike Forman

This summer the Peace Corps/ Philippines, in conjunction with the Ateneo de Manila, Central Philippine University, John Wolf, and Philippine Center for Language Study, is offering courses in Cebuano, Tagalog, Waray-waray, Maranao, Ilocano, and Hiligaynon.

That announcement does not tell of the many hours spent by Volunteers and staff of the Philippine project to provide organized study in some of the 80-plus dialects spoken in the Philippines.

When the Philippines project first began, the lack of language teachers, the overwhelming number of languages spoken, and the inaccurate notion that English was widely used in the Philippines discouraged attempts to teach Volunteers the languages of their Filipino hosts. Although most Volunteers soon became aware of the understanding to be gained by participating in the culture through language, the chances were slim that they could without help attain fluency in any of these languages.

The job of forming a language program fell to Volunteers.

The first language materials were donated by missionary groups. Later the Volunteer was joined by John Wolf, a Yale linguist, and the first intensive course—the study of Cebuano—was offered during last Christmas vacation.

The two Volunteers began studying other Filipino languages and preparing similar course materials. From these language courses Volunteers are gaining concrete experience in the process of language learning. Some of the mistakes made (hilarious to Filipino co-workers) reflect the application of English-language characteristics to the Filipino target language and help Volunteers understand in greater depth their work in improving the standard of English teaching. At the same time, co-teachers are gaining insights into language teaching.

Course material and help are difficult to spread to the hundreds of Volunteers scattered throughout the Philippines, and thus far, only a small percentage of them have received assistance. But what is evolving is a large-scale experiment in the process of language teaching.

DESIGNED FOR WORK AND PLAY is the In-Service Training Center, built on the beach near Zamboanga City. It has facilities for rest and recreation as well as for education conferences.

A Place to Talk and Think

Leonard Giesecke of Austin, Tex., is a Volunteer Leader in Zamboanga City, Mindanao. He received his B.A. in 1961 in economics from the University of Texas. He served there as a teaching assistant before joining the Peace Corps.

By Leonard Giesecke

The Peace Corps In-Service Training Center began operating in late December, 1962. Located in Ayala, a coastal *barrio* of Zamboanga City, Mindanao, it is isolated enough to avoid distractions to visitors who come either to work or to rest. The building is constructed simply of nipa and wood; the mattresses are foam rubber; there is hot water for showers; and a generator provides electricity. The food is good and ample.

The center provides facilities to meet three needs of the Peace Corps Volunteers: rest and recreation, conferences among themselves and their Filipino co-teachers or other persons concerned with the Peace Corps and Philippine education, and workshops for Volunteers and co-teachers to exchange information and to develop or experiment with various techniques of teaching.

After the center opened, six workshops were scheduled for the remainder of the school year. Eventually, workshops will be held primarily on a regional basis, but with persons from outside the region participating. Possibly, the nearby normal college will become a full-time participant in the program. There may be as few as six or eight national workshops during all of the next school year.

With this in mind, the first six workshops were considered experiments to determine how best to organize workshops. No attempt was made to stick to a formula. As a consequence, responsibility for success or failure of the workshops fell to the participants themselves. There were no lectures; each workshop was governed by the interest, openness, and enthusiasm of the participants. Workshops discussed elementary mathematics, visual aids, audio aids, organization and teaching of classes for preschool youth, construction of physical-science equipment (elementary and high school), and the writing of children's literature.

Three special conferences have discussed "Higher Education in the Philippines," "The High-School Science and Math Project," and "Married Couples in the Peace Corps."

Most Volunteers attending the several rest and recreation periods believed the sessions to be of even greater value than they had anticipated. There was a chance for Volunteers not only to relax but also to review their work and to try to achieve new perspective for the future.

Collections of material and reports on conferences and workshops are available through the Reproductions Office, Peace Corps, Zamboanga City.

READY WITH ANSWERS are two boys in the airy classroom of Volunteer Jeanette Lynch (Brookfield, Mass.) on the island of Bohol, where Mrs. Lynch serves with her husband. Note that students' books are protected by jackets of woven fiber to minimize wear on the covers.

Growing a Green Thumb

Volunteer Victor Joos of Rochester, N.H., received his B.A. in English from Western Michigan University in 1960. He is now an elementary-education aide in Dalaquete, Cebu.

By Victor Joos

The article is written for the Volunteer who thinks horticultural pursuits require either native knowledge of occult practices or the wisdom gained by attending an agricultural college. In fact, the acquisition of a green thumb requires only an attitude or an approach (something like the "think system" in *The Music Man*). All you need is what many Volunteers already have: optimism, the capacity for toil, the ability to read, the spirit of adventure, and the good ol' scientific method.

The approach to gardening presented here should apply in any situation. It has worked in the hills of New Hampshire and in the mountains of southern Cebu, and I suspect that it will be successful on the moon. If you can understand that a plant has a few simple needs which can easily be supplied if not naturally present, then you ought to be able to grow almost anything almost anywhere.

Consider Soil

The soil is something to think about because it is usually used in growing plants, although you could grow plants in purple sand or in water if you wanted to badly enough. If your soil has grown plants, such as weeds or other crops, then most likely it will do the same for you. At this point, you need not worry about color, texture, or bacterial content unless you are working on an agronomy thesis.

There is a factor called soil fertility. All soils have it, some to a greater extent than others. If you suspect your soil doesn't have it, buy a commercial fertilizer, either all-purpose or one of those kinds with three numbers for a name, like 10-10-10. You really can't overfertilize and the only real limit is your pesos. If you work for the same outfit I do, then you'll want to be a little conservative and work the fertilizer around the outer plant roots or mix it with seed-flat soil. If you want to set a good example for your community, make a compost which has everything a commercial fertilizer has. Peace Corps has all sorts of printed wisdom regarding this practice.

Plants also need air, but if you find any difficulty in supplying this, please write me for particular instructions.

The water requirements for most plants are somewhat the same excepting such obvious freaks as cactus, water lilies, and rice. Pick up a handful of your soil and squeeze it into a ball using as much pressure as you'd dare to use on a fresh egg. This should form a rather ragged ball which should easily crumble when poked with the thumb. This is the ideal and there can be periodic variation. But if you can make nice mud balls, drain the soil; if it's powdery like sand, irrigate.

Sunlight and heat are the most difficult factors to control, and plants may balk at a major change from their accustomed habitat. If you're in the hot coastal areas and wish to try some naturally temperate crops, either plan on growing them during rainy season or else try using shading of some sort. Most wide-leaf plants have difficulty with intense sunlight. When banana leaves fold up, this is a good indication that your plants might need assistance in adapting.

If you can offer the above mentioned environment, about 60 per cent of the things you might try ought to grow without your having to open a book or pamphlet. The following paragraphs deal with those delicate little seeds and plants. This is probably the more difficult aspect of gardening.

Many seeds cannot be used successfully here. This is for two reasons: where you don't have an annual frost, you can use asexual means of propagation; and heat and humidity are frequently destructive to the *élan vital* that seeds possess. (This characteristic is called *viability*.) Some seeds, like tomato, maintain their viability for a long period; other seeds, like most flowers, can have their viability destroyed by only four or five months in this climate. If you have seeds kicking around that you brought over with you, plant them, but don't expect great things. Your best bet is ordering fresh seeds directly from the States, or you can buy the more hardy seeds here from Philippine Plant Industries.

I plant everything I can in a seed bed or seed flat, because I have more control than I would by planting directly in the garden. The only exceptions to this might be with the big seeds like beans and corn. Even the vine crops like pumpkins and cucumbers I plant in small tin cans first. Radishes might be another exception, but with unreliable germination, voracious insects, and open-range carabao, I would rather have tender seedlings where I can watch them grow up a little bit before I consign them to the vicious world of the garden.

Flat Is Useful

A flat is a shallow box with good drainage; good seed-flat soil is a mixture of sand (not sea sand) and garden soil, equal parts. A cup of fertilizer per five-gallon oil tin of soil is nice. Try to sift this soil, because young seedlings have better things to do than push around stones. Pat soil firm and sprinkle on the seeds. Then cover the seeds with fine soil to a depth about three or four times the narrowest diameter of the seed. Plants need as much room for their roots as they have for their leaves. If you have planted seeds too close, they will come up, get stringy, and die. Then you say, "Look, children; this is what we call damping off," and try planting another batch, giving them more room. Water to the previously mentioned ideal, and remember that you're more likely to drown them than do anything else.

After the plants have developed their third or fourth adult leaves, they are ready to seek their fortunes in the garden. Transplanting is how the rice farmer get his rice seedlings into the paddy. You can't abuse your plants the way he does, and bear in mind that transplanting to the seedling is like

"culture shock" to the Volunteer. Some transplants aren't going to pull through, so save a few seedlings for replacements. Upset the roots as little as possible, and press the garden soil firmly around the roots. The sooner the soil and roots make contact, the sooner the plant will get growing.

Get the strongest insecticide you can, preferably a spray. I use malathion. Two or three kinds can be mixed to be on the safe side. At the first sign of insects or nibbling, spray heavily. Figure that every moderate rain will wash your efforts away. When the plant is developing fruit or nearing harvest time, quit using insecticide, or you may meet the intended fate of your enemy.

Good Tools Important

Except for your hands, the best garden tool is a bolo knife. If you want anything else, buy the most expensive tools you can; cheap ones are worthless. You should find everything you need in your *barrio* or nearby municipality if you live in an agricultural area. I believe that every province has a provincial nursery where you can get local fruit trees. Philippine Plant Industries is the only local source I've found for seeds other than Peace Corps gifts. I also order directly from W. A. Burpee Co., Riverside, Cal., to be sure of fresh seeds.

This article should be regarded not as dogma for all plant culture but as a beginner's outline for one who would like to be successful at least with 25 per cent of his attempts. For the serious gardener, there is no real substitute for specific information. *The Samaka Guide,* which Peace Corps is distributing in the Philippines, describes specific techniques. If you want still more, turn to college libraries; the Bureau of Soils, PACD, U. P. Los Banos; or Stateside agricultural schools.

If you want to grow something like rice, talk to and watch the local farmer; it will grow if you do what he tells you. But if you wish to try something new, he is not much help. From my experience, I've found that he insists on carrying over to new crops his old techniques; when they fail, he "knew it wouldn't grow here anyhow." You will probably find more helpful the farmer who gets agricultural magazines and the teacher who has that excellent school garden.

Gardening in itself offers many possibilities in an agricultural society where traditional techniques are the rule and imagination is lacking. The school garden can become a science laboratory or a source of pesos for the school. It can be a model for the community. A garden can supply the Volunteer with a wider variety of vegetables or just diversionary recreation. If nothing else, it affords the best door into the society, because the majority of Filipinos live intimately with the soil.

A Cup of Culture

Richard and Sally Irish of San Francisco, Cal., are elementary-education aides in Marawi, Mindanao, in the region of the Maranaos of whom they write. Dick received a B.S. in international relations in 1954 from the School of Foreign Service at Georgetown University. His wife, Sally, received a B.A. in elementary education from San Francisco State College in 1962.

By Dick and Sally Irish

In the beginning God gave to every people a cup of clay, and from this cup they drank their life.
Proverb of the Digger Indians
(From *Patterns of Culture* by Ruth Benedict)

God does not change the condition of any people until they themselves act.
The Koran

These two quotations taken together tell more about the Maranaos of Mindanao than would a volume of historical records. In fact, they say something about every culture.

Of the four Muslim minorities in the southern Philippines, the most insulated, religious, and culture-bound are the Maranaos; nobody dances the twist or cries for Elvis or much cares whether life elsewhere is changing and dynamic and secular. This culture—like that of the Parsees of India or the Karens of Burma—resists the main currents of change and Westernization. It has not culturally capitulated; it is responding to the pressure of civilization obstinately. It is in this response that the true probity of any culture is best revealed. Among the Maranaos the customs of centuries exceed even the Koran in authority.

There are no more than 200,000 Maranaos, the vast majority living around Lake Lanao, a tropical Lake Geneva some 50 miles east of the narrow neck of Mindanao, the southernmost big island of the Philippines. Maybe 20 per cent are literate in one of five tongues: Maranao, Tagalog, Spanish, English, and—most esteemed—Arabic. Literacy in any language is no older than the century. Children constantly confuse reading left-to-right (English) and right-to-left (Arabic).

Any appreciation of the Maranaos is inadequate without a knowledge of their religion. In word and act the Maranaos pay Islam the same religious tribute Christians gave the church in the 12th century. Despite intense missionary activity by many Christian sects, few persons have been converted; we know of only two. Islam is a living faith which compels a monkish discipline from its supplicants, a faith which attracts as well as repels, a religion, above all, without the sanction of which there can be no change.

Meeting a Maranao for the first time is an experience. He will be dressed in a colorful *malong,* a Technicolor toga. He will be barefoot, although most teachers and officials wear shoes. Flashy sweaters and leather jackets are popular. The chief status symbol is a white turban, which means the Maranao has made the pilgrimage to Mecca—the central event in his life.

Maranaos smoke a great deal, usually coveted American cigarettes, but never pipes or cigars. For recreation the men play politics, gossip, play chess (our

NOT PLAYTIME but a science class launches a squadron of paper planes as Volunteer Lianne Scherr demonstrates flight with Mrs. Francisca Campos, a science teacher whom she assists at Balora Elementary School, Quezon City, Luzon. Balara has traded with a school in Mrs. Scherr's home town, Ramsey, N.J.: Filipino handicrafts, made by the children, for reference books needed by school library.

Pollyanna set is in constant use), watch cockfights, and, if irreligious, gamble a bit. Most of all, they chew betel nut.

Their speech is explosive, harsh, Teutonic. A man is slow to anger, but, once angry, violent. Murder is premeditated and familial, i.e., there are no "senseless killings;" murder is committed to requite the honor of the family. Thievery is common, but sex crimes nonexistent. Maranao custom is The Law and is administered in democratic family councils.

Maranao Customs

Rich Maranaos live in big, two-storied wooden houses, largely unfurnished and rarely painted. Brassware, chests, and sleeping mats covered with cushions are the furnishings. Maranaos eat off circular, brass trays resting on the floor. They eat only with the right hand, the left bring "impure." Rice, chicken, and fish spiced to burn the palate are the main foods. Meat is a rarity, except for carabao meat at wedding feasts.

Maranao women are ladies of leisure; slaves do the housework. The women spend an inordinately long time on their appearance, using cosmetics liberally. Maranao women are often beautiful, wear stunning *malongs,* and affect a debutante slouch.

Polygamy is not so common as it is advertised. Maranaos marry young (many girls marry in their early teens). The bridegroom pays the family of the bride a dowry, i.e., two carabao, four brass trays, a transistor radio, 1000 pesos, or whatever is agreed upon. There is in most marriages no romantic love: marriage is undertaken for status and wealth or for protection and political advantage arising from strong family connections. Therefore, nepotism is rife; the family is, as elsewhere in the Philippines, the central political unit.

This society is feudal and stratified—everyone owes dues and services to his familial superiors, protection and justice or charity to his inferiors. Age, wealth, occupation, religious standing, and family ties determine rank. Family life is orderly, unemotional, and devoid of sentimentality. Feelings run deep, but tears are rarely shed.

Health Problems

The health of the Maranao is bad; TB and cholera are killers. Water pollution is the greatest threat to good health. Thanks to rural-health teams, corrective work is in progress.

Change comes to this community slower than with other Muslim minorities. Since roads, radios, and airplanes have arrived, however, new ideas are percolating. Maranaos are making great efforts to purify their religion, relying heavily on Egyptian and Pakistani missionaries; women—once sheltered—now vote, attend school and social gatherings. Emancipation, has, however, affected only 20 per cent of the female population. Slave raids and the exchanging of slaves are forbidden, but the practice continues under the guise of plural marriage. Schools, once thought to be agencies of Christianization, are now accepted and nearly half of elementary graduating classes pursue higher education in colleges other than Islamic.

The material aspects of Western culture—the internal-combustion engine, rifles, fertilizer—penetrate easily, while the idealogical trappings of the West, such as the ballot, federal government, business enterprise and ethics, are assimilated with difficulty.

The Peace Corps presence encourages change. Our contribution is minuscule but significant. We are identified with the dynamic aspirations, such as they are, of the Maranao. In traditional cultures, change always occurs in slow motion.

The great challenge facing the Maranaos is not unlike that facing the whole Muslim world. Their being a minority among a Christian majority enhances the challenge: how to assimilate the tools of the West without sacrificing the spirit of Islam. Unlike the Digger Indians whose "cup of culture" has been crushed by an advancing civilization, the Maranaos are the heirs of a "higher" religion. But it is the people who must act; otherwise the Maranaos will fall into cultural desuetude, a fossilized curiosity like the American Indian. Perhaps our presence here has more meaning than we thought.

The School Day

"We arrive at school every morning at about quarter past seven, and the little boys are busy polishing the floors. It is the most unusual method of waxing I have ever seen. They take dried coconut husks that have been split in half and push them across the floor with their feet in a rhythmical dancing movement. At 7:30 we have flag ceremony, and on Mondays after flag ceremony, one class presents a program, usually singing, dancing, and recitation, which train the children in performing and public speaking.

"Classes begin then, with Character Building first. At 9:30, there is morning break, and the children have porridge. At 11:30 classes are dismissed for lunch and siesta. At 2, after the heat of the day has passed, classes resume until 4, and physical education is from 4 to 5. We return home for dinner just as the sun is setting on the sea; its beauty seems like our reward at the end of a long day's work."

—Judy Conway
Boone, Iowa

Tongue Tied

"Each day finds me teaching English, science, and arithmetic. I also manage to include art, play activities, rhythms, etc., in the daily curriculum. In Upi, about eight dialects are spoken, plus English. In the first two grades of school, Tagalog is the medium of instruction and English is taught; the third year is the transition year; in the fourth grade and above, English is used, except for Filipino class period. Teaching arithmetic in the first two grades, I find that the children use both English and Tagalog. One day, I suddenly realized that I didn't understand what a first-grader was saying when she answered my question. I turned to the teacher and said I thought I understood numbers in Tagalog, but I certainly couldn't understand this girl. 'That's because she is speaking Ilocano,' the teacher said, and we had a good laugh."

—Joyce Dorshow
Baltimore, Md.

FRESH FISH in a variety of sizes and shapes at a street vendor's stand attract Volunteers out doing marketing. Visible are Gerald Mullins (in dark shirt) of Manitowoc, Wis., and Stuart Taylor of Berkeley, Cal. (right foreground).

WARM WELCOME is extended to truckload of boys arriving at Camp Brotherhood, established by Volunteers as the first free summer camp in the Philippines. The camp, on Negros Island, accommodated 200 boys in each nine-day cycle. The camp has swimming pool, permanent mess hall (above, left), tents for boys, shelters for activities, and quarters for staff. Funds and voluntary assistance were solicited by Volunteers.

Need Is Where You Find It

David Ziegenhagen is from Hopkins, Minn. He has a B.A. in journalism and political science from the University of Minnesota, and he studied law there for two years. Until recently he served in the Philippines as a Volunteer Leader. Later this year he is going to Thailand as Associate Peace Corps Representative.

By David Ziegenhagen

The Volunteer in the Philippines has a unique opportunity to associate with all levels of Filipino society. Although he is working closely with teaching or community-development co-workers much of the time, he is constantly exposed to the entire society.

If the Spanish brought their religion and culture to the Philippines, the Americans brought schools and governmental organization. The 600 Volunteers working in education find that the peculiarly Filipino combination of Spanish, American, and Asian cultures provides an interesting, though often frustrating, environment.

With a third of its income devoted to education, the Philippines government supports a huge network of schools; even the most remote *barrio* (village) is usually near at least a one- or two-teacher elementary school. Thus the big and highly centralized national educational system presents real difficulties for teacher training and for introduction of new subjects and methods.

More than 500 Volunteers are working in elementary schools as educational aides. One of their most important jobs is to assist the Bureau of Public Schools in the introduction of new methods for teaching English as a second language. The local dialect is used in grades 1 and 2, but English is the predominant medium of instruction in Philippine schools.

Both English and Tagalog—Tagalog is the dialect designated as the national language—are taught as separate subjects in the first two years of school. Some Volunteers work in these first English classes, but the real focus of their work is in the upper elementary grades, doing both classroom work and in-service training sessions with teachers.

The real frustration—partially because it cannot be overcome during any individual Volunteer's term of service—is the challenge of raising the students beyond the level of memorization and repetition of English phrases. Further education is hampered until the student begins to think creatively and express himself in English; yet in most schools, he can rarely reach this standard of accomplishment.

Most of the elementary-education Volunteers are also working in science. The problem here is twofold. First, science has been part of the elementary curriculum only briefly, and many teachers have only a limited knowledge of the subject. Second, scientific equipment is scarce, and experiments and demonstrations must be improvised.

Science Teaching

Working in science does, however, offer the Volunteers an opportunity to stimulate creativity among the students. Most Volunteers find that by drawing on their own ingenuity and on whatever science background they possess, they can almost immediately contribute to science education in their schools. A few Volunteers also find that they can help to introduce new teaching ideas in arithmetic instruction.

A part of the Volunteer's job which transcends the school work is community education. To most Volunteers this means a total involvement with their communities: a process of getting to know and understand the people and their problems, then applying evident interest and abilities to help the community meet its needs.

In many *barrios* the schools become the focal point for community activity. Working with teachers and *barrio* leaders, the Volunteers help to create the "community school" to promote such activities as health and sanitation education, composting, community recreation, and adult education. As part of their training, the last two incoming groups of Volunteers were able to bring with them practical experience in adult education and in basic literacy instruction.

An additional 70 Volunteers work in higher education. Thirty of these are helping to revise and expand the high-school mathematics and science curricula in 10 test schools. This project is somewhat narrower in scope than that in the elementary schools, and the Volunteers find that they are called on to work also in other courses such as English, physical education, and home economics.

Forty other higher-education Volunteers are working with remedial English and English education in several universities and normal schools. This work is conducted both in regular college classes and in small, informal student groups. Several Volunteers are also able to spend part of their time in normal-school elementary laboratory-schools.

The remaining 22 Philippine Volunteers are working in community development on the island of Mindanao. Working closely with PACD, the Philippine government community-development agency, these Volunteers are assigned primarily as *barrio* workers.

Except for a few Volunteers working in city high schools or colleges, most

Volunteers live in rural surroundings, usually in teams of two. A municipality consists of many *barrios,* one of which—usually the largest—is the *poblacion,* the seat of the municipal government. Volunteers usually live in the *poblacion,* one working in the central school there, and the other in one or more *barrio* schools. The schools, whether in *poblacion* or *barrio,* vary in size from about six to 20 teachers.

Volunteers usually live in houses that they rent, although in some communities it was necessary to build houses for them. Open-frame wood construction with nipa (palm) or cogon (grass) roof is the most common kind of housing, but many Volunteers' houses are made entirely of nipa and bamboo. In some of the cooler, mountainous areas, the houses have glass windows and a corrugated metal roof.

Electricity and running water are not common in Volunteer houses. If a community has electricity at all, it is probably available only in the early evening. Running water in houses is rare, but most Volunteers have a pump in their kitchen or are able to draw water from nearby community wells.

Role of Market

The market place is as much a part of any Philippine community as the plaza or the Catholic church, and in most communities fresh meat is available at the market at least once or twice a week. Fish is generally available, and along with rice, chicken, and vegetables, it constitutes the major part of the diet.

Since mechanical refrigerators are scarce and ice is not always available to keep food fresh, marketing is a daily chore. Most Volunteers, however, have a helper to assist them with the marketing and cooking.

Whether the Volunteer is living in a *barrio,* in a provincial capital, or in Manila, he rapidly becomes part of the community life. Naturally the greatest part of the day for most Volunteers is spent at school, but there is time for other matters, too. As in any society with a Spanish heritage, an important part of the day is spent in the town plaza or market. Most Volunteers also find that their house becomes the town social or reading-and-discussion center, and thus the house is a scene of both work and entertainment almost every evening. Swimming, hiking, and team athletics are always competing for the Volunteer's time.

The Philippine Volunteer, whether he is working in education or in community development, rarely suffers from underemployment. Quite often, though, he must seek out his own job, matching his interests and abilities with the needs he finds. This, perhaps, is the greatest test he faces. When he meets it—and most Volunteers here have—he is rewarded both by community acceptance and by self-satisfaction.

EXCHANGING VIEWS, Volunteers and Filipino teachers discuss education roles in the Philippine high schools during conference at the In-Service Training Center at Zamboanga.

"SHY, REFINED, INHIBITED" Filipino children reacted this way to their first experience in the theater. The play was *The City Mouse Visits His Barrio Cousin,* adapted, directed, and produced by Volunteer Kay Jurgensen (Clarkfield, Minn.) at the Normal School in Zamboanga City with the assistance of many others. In a week's showings, 2000 children were brought from neighboring schools to see the play. "I watched the Filipino child come to life as I never imagined possible; I saw eyes light up like a Christmas tree; I watched the quiet, well-mannered classroom child turn on a spark of energy never experienced by many of them before," Volunteer Jurgensen said of her spectators.

PRINCIPLES OF ELECTRICITY are explained by Volunteer Richard Tomsic at demonstration high school supported by U.S. Agency for International Development at Morong, near Manila. Tomsic works with regular teacher, Conrado San Luis (right), in teaching science.

LATIN AMERICA

Recent articles reaching The Volunteer *from Latin America are notable for their variety. On this page begins a selection from four countries.*

CHILE

Pucon is a small town at the eastern end of Lake Villarrica in the lake region of southern Chile, an area of surpassing beauty. From Pucon, a mountain-bordered river valley extends eastward about 25 miles to the Argentine frontier. The mountains south of the river are dominated by three volcanoes, the nearest of which—only six miles away—only recently erupted. Lakes, rivers, and streams abound in the area, and the salmon and trout fishing is world renowned.

In the valley live some 17,500 persons, mostly on small landholdings given them by the Chilean Ministry of Lands and Colonization. Once the region was prime forest, but today much of it is cleared.

The land along the river is suitable for farming, but there is little of it. On the slopes, the soil is too shallow to support agriculture, and after one or two crops, it is exhausted and left as pasture—poor, at that.

In an effort to raise the community's standard of living, the Forestry School of Pucon was started last year. The idea was born here in the community, and the school was started by citizens. Several private groups in the United States have given support. One—Good Neighbor Citizens Inc. of Tacoma, Wash.—has been with us from the start: its help has been immeasurable. Companies in the U.S. have donated chain saws, repair equipment, and a portable sawmill and planer. Recently two U.S. foundations donated sufficient funds to buy 200 acres of land for the school's permanent home.

Till the school can erect its own buildings, it is using an old farmhouse. Twenty students are taking not only forestry but also agricultural and academic courses. Classes run from April to October—winter months in South America—but students will go home during the summer to help out with the crops.

Poultry, swine, and dairy animals for study are in the offing, and we hope to have a forest nursery ready by September. Seedlings will go for the use of the school and for reforestation of the entire region. Also in September, the school is to receive 140,000 trout fingerlings to seed nearby waters.

With the 4-C (like 4-H) clubs and with rural co-operatives, the school will expand its influence in the region. The community itself, meanwhile, is enlarging its horizons by putting up a building on which we are helping.

The building will serve as a center for community activities (Pucon maintains relations with a sister-city: Oswego, Ore.) and also as a focus for Pucon's efforts to develop its tourist potential, which seems promising.

I don't want to give the impression that our work is functioning without difficulties and frustrations. I am sure that other Volunteers have found that making fundamental changes in a way of life requires not a month or a year but perhaps a generation.

But the future looks bright. All we lack is time and more hands to help us build.

—By Jerry Garthe
Santa Ana, Cal.

ECUADOR

This is a photo of the inauguration of a hydraulic ram which gave the town of Lican, near Riobamba, its first water system. For ages, the villagers have carried water from this stream three miles or more to their homes.

I am especially proud of this project because everyone except Volunteer Milton Thomson [a civil engineer from Palmyra, Neb.] said it wouldn't work. In conjunction with the Andean Mission, Milt organized the entire town to complete the job while the "experts" scoffed. It meant pushing the water up an unusually steep incline to get it over the hill into town.

It was a very emotional moment when the signal was given and the ram went into action. The townspeople clambered up the hillside to wait for the water to come out the other end of the pipe. Several *long, long* minutes later they started shouting and waving their arms. The water had arrived. There were many "vivas" and quite a few tears of joy. (I turned off the motor of the getaway car!)

I have movies of Milt Thomson receiving a bouquet from the grateful populace. Dave Luscombe, Larry Moore, Juan Malo, and other Andean Mission people were there, as well as the mayor of Riobamba and government officials from Quito.

A brass band was on hand. The speechmaking went on so long beforehand that we almost lost the head of pressure in the ram and it looked for a minute as though it wasn't going to work. Altogether, it was quite a day.

—Milton Carr
Peace Corps Representative
Ecuador

INAUGURAL CEREMONIES for hydraulic ram (in building) marked opening of water-supply system for Lican, Ecuador. Ram, requiring no motive power, is a machine for raising water by utilizing pressure from water-intake line (black pipe at right) to raise and push out (through pipe crossing stream) a part of supply delivered. Volunteer Milton Thomson, who helped to organize project, is in light jacket (at center).

BRAZIL

I work as an X-ray technician at Tres Marias, a dam and steam-plant workers' camp that is part of Brazil's Sao Francisco River Valley Project. The hospital, run by two doctors, has 35 beds for some 10,000 persons living in the area.

Our efforts have been largely confined to improving health standards. Although we have not had to contend with superstitions or with antimedical feelings, some of what we consider normal medical practices are not accepted.

By giving boiled water to an eight-month-old baby suffering a high temperature with measles, Volunteer nurse Ella Brooks alarmed the baby's mother. The woman had never heard that anything other than mother's milk was necessary in a child's diet before it was old enough to eat at the family table. And when Mrs. Brooks related this incident to a Brazilian nurse, she was told that water was not good for babies in Brazil.

My first day in X-ray was most discouraging. Supplies were meager, and we had no lead protection except an old, worn apron.

Tank thermometer, clock, rubber paddles, film identifier, film cutter, and tube filter were luxuries we had to do without. The Peace Corps shipped me a portable lead shield, and my co-worker, Sebastiao, is almost convinced that its use is necessary for his health.

Our machine is an old, portable Siemens 50 MA unit, so our work is confined mainly to X-rays of chests and extremities. The table and chest board are wooden. Our cassettes and screens are old and at home would long ago have been discarded as useless.

The high incidence of worms, respiratory infections, liver ailments, and dysenteries cause symptoms easily confused with those of cancer, tuberculosis, and pneumonia, and may even cause death before a sure diagnosis can be made.

With the aid of Dr. Richard O'Brien, chief radiologist at the Waltham (Mass.) Hospital, where I studied, and John Diener, district manager for Keleket X-ray, we are getting a 200 MA unit equipped with fluoroscopy. This donation by Keleket not only will provide the people with better medical service but also will help to save them money. At present, the nearest properly equipped medical facility is a long way from here—six hours by bus.

As with Peace Corps projects elsewhere, our assigned work is only a small part of our everyday work of raising other living standards.

We can get and show various health films from the U. S. Information Service. Recently I set out with 150 toothbrushes, donated by the American Women's Club of Belo Horizonte, for the first of four showings of a dental film for children. I was chagrined to find that more than 150 turned up for the first showing alone.

With help from friends at home, we have an art-and-crafts class in a nearby city. Most exciting, we have just gained use of a house for an orphanage which will accommodate 25 children. Many local women are anxious to volunteer their time to help care for the children, and the Women's Club plans to raise money every few months to help support the orphanage. Our gratitude also goes to Cig Inc. of Marshall, Ill., for drug supplies, and to individuals who have sent layette supplies.

So far, our greatest reward has come from a power-company official who said: "You here have accomplished more toward cementing friendly relations between our two countries than any ambassador ever could." A few months earlier, he had wanted no part of Peace Corps Americans.

—Ann Iodice
Watertown, Mass.

ECUADOR

We found that about half the population of Bahia de Caraquez, a fishing community of 9000 persons, was illiterate, and we decided that a language program would be worth the time and effort.

Our first attempt to organize it was a fiasco. We used newspaper and radio announcements, but the advertising was too sophisticated. So the second time we used newspaper and radio, but we also plastered the town with signs, including one huge one in the market place.

The message was "Cine Gratis—'Skippy y Las Letras Primeras' " ("Free Movie —'Skippy and the Three R's' "). We even shifted the showing from a school to fire-department headquarters so that adults could feel no shame at going to the same school as their children.

More than a hundred persons turned up (breaking the fire law), many only out of curiosity. Thirty-five came back as students in two classes, one for children and one for adults.

At first we were critcized for trying to teach people speaking a language in which we were not fluent. We were trying to prove to the Ecuadorians that, if we with only a basic command of Spanish could teach people to read and write, the Ecuadorians could do a much better

HOSPITAL WORKERS at Tres Marias, Brazil, are shown at the main entrance, which also serves as waiting area for patients. Workers are (from left) Raimunda, kitchen aide; Marinalva, nurse; Inez, nurses' aide; Volunteer Ann Iodice, X-ray technician; Bernadette, nurses' aide; Volunteer Ella Brooks, nurse; Julia, nurse; Iracema, laundress; Maria, cook; Carlito, ambulance driver.

BOLIVIA

Fifteen Peace Corps Volunteers and some 25 delegates from nine Latin American countries recently participated in Bolivia's first International Work Camp.

The camp, held at Sucre, was the ninth United Nations-sponsored project of its kind. Four have taken place in Asia, three in Africa, and one in Latin America.

The project included construction of a building [see photos] to be used by the University of Sucre for meetings, student activities, and literacy programs.

For the Latin American delegates, courses were offered in how to set up and run work camps; thus these delegates can return home prepared to set up similar projects.

The photo below shows the work site. At left, Volunteer nurse Joyce Hicks (Battle Creek, Mich.) lays brick with help of a Bolivian delegate. At right, Sucre children, a few of the many local students who assisted, carry in bricks for building; foreground: Volunteers John Vander Ley (bending), Chicago; Jon Perry (T-shirt), Grove City, Pa., and Sam Tenbrink, Otis, Col.

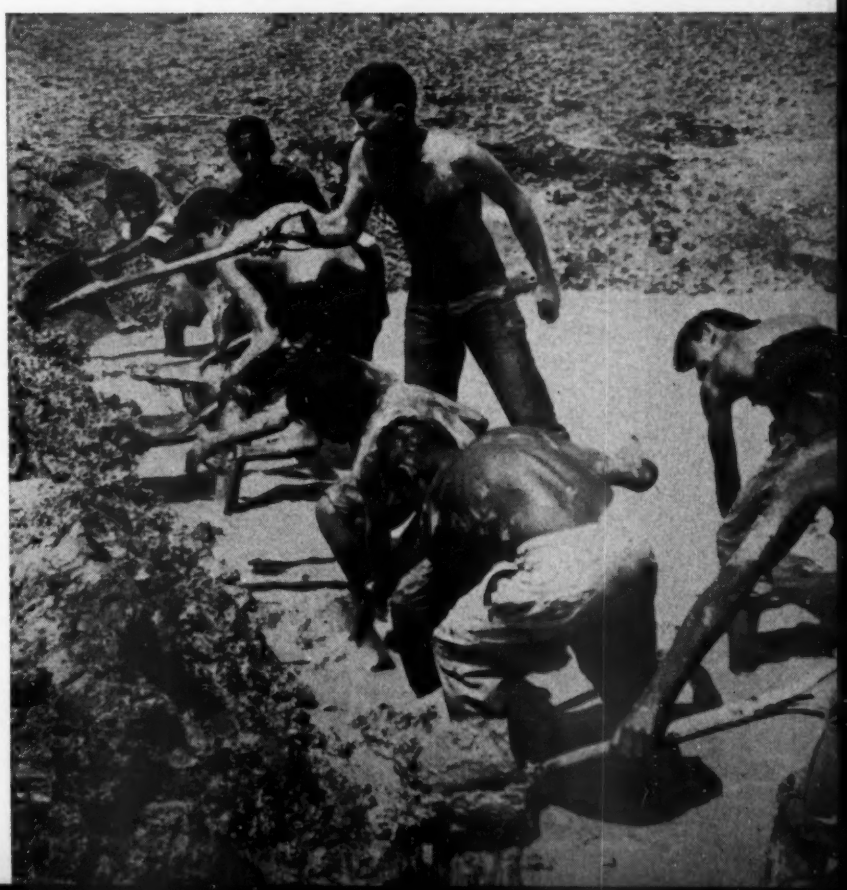
—Tom Schabarum, Arcadia, Cal.

job. We hope that our results will lead them to take over the program.

—Beverly Wright,
El Cerrito, Cal., and
Alfred Jones
Forest Hills, N.Y.

Volunteers in Guayaquil (a port and, with a population of 600,000, the largest city in Ecuador) find that whatever their jobs they are involved with public-health problems. Well-planned programs for the fast-growing city have now been able to get under way with Volunteers supplying manpower. Malaria and Chagas disease are problems in the slum suburbs. Volunteers are working to fight these diseases as well as to help raise levels of city sanitation, personal health, child care, nursing, nutrition, first aid, and other health fields.

—Esther Warber
Detroit, Mich.



SUNDAY PROJECT in El Cisne *(the swan)*, a suburban quarter of Guayaquil, Ecuador, sees Volunteer Mike Conniff (San Jose, Cal.) and these schoolboys working knee-deep in mud. Mike and Volunteer Jim Capps (San Diego, Cal.), community-development workers in El Cisne, encouraged the citizens to build the sea wall to keep Pacific Ocean tidal waters away from the community center they and the citizens were building. Community projects like this fill a need in cities like Guayaquil where rapid suburban growth outstrips municipal services.

NEWS FROM

VITA

VITA (Volunteers for International Technical Assistance) is a nonprofit organization of American scientists and engineers who assist persons working to raise the living standards in other countries. The services of VITA's experts are free.

Peace Corps Volunteers and other persons working abroad who are confronted with technical problems beyond their ability to solve are invited to write to VITA for assistance.

Should you want technical help, make clear in a letter to VITA the nature of your problem, the social and economic factors involved, what materials or resources are available, and the level of skill available. VITA's address is 1206 State St., Schenectady 4, N.Y.

PEACE CORPSMEN'S PROJECTS

256 KILN, WOOD-BURNING (Liberia)—VITA's Dr. Robert Goldhoff will assist PCV George Koch who wants to increase firing temperature of pottery in the school where he teaches. He also wants to know best type of wood-burning kiln to construct.

258 WINDMILL (Philippines)—Tom Sharpless wants power for lift pump to irrigate land and to provide water for a high school. Walter Booher, New Holland Chapter, assisting.

234 WOOD-PLANER (Brazil)—PCV Wittman asks VITA's advice on construction of machine to smooth finish on boards.

263 LEG-POWERED BOAT (Philippines)—PCV Edward Luker wants to develop a paddle-wheel boat driven by leg-pedaling to ease the life of fishermen on Mindanao Island who must paddle three hours a day to tend fish traps lying in an offshore lagoon.

265 BRICK-DRYING (Philippines)—PCV Joseph Zaloom wants to launch a brick-and-pottery project and to speed up the weeks-long drying process for bricks.

266 GLAZING (Philippines)—PCV Zaloom also wants to know process for salt, red-lead, and borax glazing on red-firing earthenware.

267 BAMBOO PUMP (Ecuador)—PCVs Gary Neier and Richard Rodman, stationed in a small Indian village (Rio Bamba) want to obtain safe drinking water for the villagers at low cost. They also want information on how to use bamboo to construct a cheap pump and use it as tubing to transport the water.

268 BAMBOO CONSTRUCTION (Nepal) — PCV Kenneth Martin teaches shop in a remote area where only available building materials are bamboo and brick. He asks for information on uses of bamboo in furniture construction or building of science-laboratory equipment, and on methods of finishing the bamboo. VITA's Milton Wend assisting.

271 IRRIGATION PIPE (Dominican Republic)—PCV Jeffrey Kell wants to irrigate a valley with water from springs higher than the level of the valley. He wants to transport spring water to different parts of the valley in the cheapest and easiest way.

272 LATRINE (Bolivia)—PCV Don Rozell finds that latrines fill up with water due to high water table. He needs drainage information.

273 WELL-DRILLING (Bolivia)—PCV Rozell also needs plans for a home-built well drilling rig to deepen shallow wells.

274 PAPER (Bolivia)—PCV Rozell asks methods for making paper by hand for local school and possible product for sale.

275 WATER PURIFICATION (Dominican Republic)—PCV Ray Duff is interested in information on water purification and sanitation.

276 CLAY-CRUSHER (Ecuador)—PCV Stanley Laser wants design for clay-crusher for use in small potteries.

277 GLAZE-GRINDER (Ecuador)—PCV Laser also wants to develop a grinder for glazes and seeks information on mixing clays and glazes for making porcelain.

278 FURNACE (Ecuador)—PCV Laser asks for design for a high-temperature (2000° C) furnace.

279 ROOF TILE (Ecuador)—Finally, PCV Laser plans a brick-making and roof-tile project. He needs details on an inexpensive brick-making machine.

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